



Student Support System - Program and Intervention Design

The district supports and values the identity and diversity of their learners through policies and curriculum.

PRACTICE 5

INDICATOR A: Focus on Cultural Proficiency

PREPARATION

GETTING
AWARE

The district inventories existing policies and curriculum to determine alignment to the diversity of their learners and varying cultures. The district engages in a regular review of current information regarding cultural representation to understand relevant issues for their district.

GETTING
READY

The district designates a team that includes leadership, staff, students, and community members who can address issues of cultural diversity and can lead such work in the district. The district engages in a curriculum review to identify areas to incorporate cultural diversity. The district seeks out opportunities for professional learning around equity, diversity, and identity led by expert facilitators on these issues.

PROGRESS INDICATORS

GETTING
STARTED

The district's educators incorporate instructional practices for discussion and engagement using protocols that focus on respect and inclusion of multiple perspectives. Educators are aware of and use strategies to engage students whose perspectives or perceptions vary from perceived norms without disenfranchising these students.

GETTING
BETTER

The district provides cultural proficiency professional learning to all educators to include common strategies for engaging students around issues where cultural practices may vary as well as using protocols for engaging multiple perspectives. The district reinforces these strategies with walkthroughs, discussions within collaborative teams and alignment to teacher evaluation tools.

KEEP
IMPROVING

The district has an identified cultural proficiency focus within their curriculum which includes aligned curriculum materials and instructional practices. The district regularly engages in job-embedded professional learning on these practices, and draws from common protocols and models for engaging multiple perspectives in classroom instruction. Practices are incorporated into instructional monitoring and review, and are regularly revised as needed.

INDICATOR B: Student and Community Involvement in Curriculum

PREPARATION

*GETTING
AWARE*

The district explores options for student, family, and community members' engagement in advisory or decision-making roles in the district. The district seeks out guidance on exemplary practices from research or from state or national organizations such as the National PTA.

*GETTING
READY*

The district sets up a mechanism for gathering names of staff, students, parents, and community members interested in addressing district policy and practice. The district works with legal guidance to establish appropriate membership roles and policies to ensure that members understand legal considerations regarding their involvement and responsibilities of such involvement.

PROGRESS INDICATORS

*GETTING
STARTED*

Staff, students, and community members have a mechanism for providing suggestions or feedback on district decisions about policy, curriculum, instruction, and supports. Districts regularly seek input from a range of community members. Such individuals have opportunities to provide voice by supporting and/or raising concerns.

*GETTING
BETTER*

Staff, students, and community members are included in the decision-making process. The district actively seeks their perspectives in decision-making around issues of policy, curriculum, instruction, and supports. The district seeks involvement from marginalized groups whose voice may otherwise be silenced by majority opinion. The district has protocols in place for discussion and engagement to promote positive supposition and outcomes for all.

*KEEP
IMPROVING*

The district engages staff, students, and community members to have leadership roles in decisions regarding policy, curriculum, instruction, and supports. The district identifies issues of marginalized groups in order to support a broader focus on cultural proficiency. The district seeks voice and involvement through a variety of means, including voting, representation, and feedback, each with protocols in place to promote positive supposition and outcomes.

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